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69-4714/1

DTR-4323

17 December 1969

MEMORANDUM FOR: Deputy Director for Intelligence  
Deputy Director for Plans  
Deputy Director for Science & Technology  
Deputy Director for Support  
General Counsel  
Inspector General

SUBJECT : CIA Representation at Senior Officer  
Colleges

1. Some time ago I was impressed by the comments of one of our people who attended the U. S. Army War College with the Class of 1969. His memorandum, which deals primarily with Agency relations with the U. S. Army War College, is attached. I commend it to your attention.

2. I am also attaching a memorandum from the Director of Training and should like to put this general subject on the agenda for one of our Deputies Meetings after the first of the year.



L. K. White

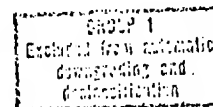
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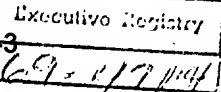
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Attachments

cc: Director of Personnel  
Director of Training

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19 August 1969R-4323

MEMORANDUM FOR: Director of Training

THROUGH : Acting Director of Strategic Research  
THROUGH : Chief, Administrative Staff, OSR  
THROUGH : Chief, Theater Forces Division, OSR

SUBJECT : Comments on Participation in the US  
Army War College Class of 1969

1. The first question consistently put to the returnee from a senior service school is: "How was the year?" Considering all of the factors involved in such a year of study, this imprecise question is difficult to answer simply and concisely. However, in the case of the US Army War College, I can answer it with equal imprecision and state conclusively: "outstanding." Attendance at the USAWC provides the student with an educational opportunity which could only be matched by the other senior service schools. I can think of no comparable opportunity provided by a civilian graduate-level institution. Perhaps one reason for this may be found in the fact that despite the efforts of the College to develop the campus-like atmosphere conducive to "academic freedom" and inquiry which is alleged characteristic of its civilian counterparts, it still adheres to the military training maxim of getting the maximum number of facts through the cracks in the time allotted. As a result, the exposure to, and the absorption of a wealth of written and spoken words of knowledge are inevitable. Despite the resultant pressures, which are never excessive, I found this situation highly profitable.

2. The second question generally asked of the service school graduate is: "Is it relevant to your agency employment?" Here again my answer is a resounding "Yes." Stated simply, the realities of the world environment as applicable to the United States are equally applicable to any target country or area with which an intelligence officer may be concerned.

(EXECUTIVE REGISTRY FILE *Army War Coll*)*Suspense due 15 Oct 1969*

The agency officer, like his military counterpart, tends over the years to become rather deeply immersed in a particular area, subject, or skill. He risks becoming too concerned with trees at the expense of his view of the forest. It is my view, therefore, that one year spent in refurbishing and expanding the world outlook of an intelligence officer is more than paid for by the increased insight and depth he is subsequently able to bring to his Agency assignment--whatever it happens to be.

3. With these general comments made, I would like to offer my opinion of some aspects of the USAWC course which I feel may be of value to future agency students and to the Agency in general.

#### 4. Academic

I have already given my estimate of the value of things learned during the year of study at the USAWC, and I do not intend here to provide a detailed analysis of the curriculum. The structure and details of the seven courses, two seminars, two electives, and non-scheduled lectures and discussions are well described in the College's "Curriculum Theme," a copy of which has been provided to Office of Training. The point to note here is that the College maintains a constant effort to improve its curriculum and makes continuous changes, not only during the interim between classes, but also during the school year. In support of this effort, one of the student's major responsibilities is to offer constructive comment and suggestions to the faculty, particularly in those areas where the student may have expertise or even interest. As an example, I was pleased during my stay to assist the Course One faculty in the revision of that course to reflect the Army's greater concern and the College's increasing emphasis on U.S. domestic crises. To my regret, time prevented my granting more assistance to the College in improving its virtually non-existent instruction and study of the organization and function of the U.S. intelligence community. I consider this gap to be the most serious weakness in the College's effort to present a well-rounded view of the procedures involved in the development of U.S. policy. I feel strongly, as do members of the faculty, that this weakness should

be corrected. Unfortunately, the initiative in this respect rests more with the Agency than with the College. While I have made available to the faculty the most effective Agency channels through which to acquire necessary assistance, I feel that it is in the interest of the Agency to offer assistance in the form of speakers and/or literature compatible with a faculty and student body such as that comprising the USAWC. Well planned acts of this kind would in my opinion result in immeasurable public relations, recruiting and training benefits to the Agency. From the College's viewpoint, such an effort would result in providing a large number of future U.S. military leaders with an understanding and appreciation of the intelligence community in general, and of the CIA in particular. The student would learn, from the best possible source, the process by which national intelligence is produced and gain a better understanding of the "threat" background against which the US Government and the USAWC student must formulate policy and courses of action.

As I mentioned earlier, the USAWC student is provided ample opportunity during the year to hear and probe in-depth, experts in every area of endeavor. He is also exposed to a wealth of written material which under normal circumstances he would have difficulty finding the time to read and digest. On the practical side, a course in speed reading prior to arrival at the College would be very beneficial, though far from mandatory. The College offers such a course during the school year, but I feel the student would do well to keep such "extra curricular" studies at a minimum.

The Office of Training is already aware of the student's need of a working knowledge of the intricacies of committee work, and has taken steps to prepare him for that which will occupy many of his sleeping and waking hours at the college. With the exception of the Individual Research Project (I.R.P.), of which I shall speak later, and certain elective and seminar assignments, all requirements at the USAWC are satisfied in committee. In short, the more adept the student at functioning as a leader or member of a committee, the more successful he is apt to be regarded by the faculty and by his peers. Unfortunately, I am

unable to give many concrete, useful words of advice here because good committee manipulators are born and not made. It seems to be a tradition that the Agency student is destined to head up one of the committees for the first course. This is good in that he is thereby able to do his stint before the pressures of study, etc. mount. This is bad because he has no precedence or example to fall back on. I urge the future Agency chairman to keep in mind the experience of his classmates, their eagerness to make good impressions, and their generally cooperative attitudes. After all, this is the "cream of the crop." My advice, therefore, is to delegate to the maximum the effort and responsibility required to fulfill the committee task. In this way the Chairman is able to keep his eye on broad problems, deadlines, etc. and not become bogged in excessive detail and research. In short, a good chairman must lead the work of the committee, prevent its becoming bogged, and above all, not attempt to do the bulk of the work himself.

There is much more which could be said about the academic aspects of the USAWC year, but from my point of view the major problem, and the one that the prospective USAWC student and the Agency could do most about prior to departure for the school, is that of the Individual Research Project--commonly called the "Irp" or "Thesis." Like a "sword of Damocles" hanging over the student's head is the need to "get his thesis written." Student concern with this problem can not only take the fun out of the year but also reduce his ability to get maximum benefit from other studies. In short, time spent on thesis research and writing is time not spent on other studies and activities and vice versa. The College realizes the faults in the I.R.P. requirement and is attempting in some way to improve it. Primarily, as it now stands, the major problem is one of time. It is generally felt that the inadequate time which can be allotted to the writing of a thesis has resulted in the production of theses which are generally of limited or no value to the Army and which reflect poorly on the true ability of the student. Unfortunately, the College probably will retain the I.R.P. as an indispensable element of a graduate-level institution. Since it is virtually impossible to allocate additional time for student research, I feel that a small amount of effort expended prior to his

departure could ease the load of the Agency student. In short, I recommend that the Agency candidate for the USAWC and other senior service schools be made aware as soon as possible of his selection and of the "thesis requirement" of his school. I then urge the Agency student to select his subject, with the guidance of OTR, and get Agency approval. Once this is done, the student should then be urged to begin preliminary research and outline development prior to departure for the College, thus giving himself the advantage of a giant step ahead in a time consuming task. This will also facilitate early resolution of the question of whether or not to permit publication to the best advantage of the Agency, the Army, and of the student.

##### 5. Social

The Agency student at the USAWC should be aware of the importance of the College from that which I loosely term the social/professional aspect. I am not referring here to the number of parties, or the joys of the "nineteenth hole." I refer here to the fact that attendance at the USAWC carries, in addition to academic responsibilities, the social/professional "responsibility" to establish personal friendships and professional ties with a group of men and women, at least some of whom will ultimately hold positions of responsibility and knowledge. This includes not only positions in the Army but also in the Navy, Marine Corp, Air Force, and the Departments of Army, Defense, and State.

An overt and conscious effort toward the development of "class ties" is an important and prominent part of the school year. Little can be done beyond warning the prospective Agency student of this situation. However, the Agency, the student, and his family, if they accompany him, should be prepared to "play the game" in a manner to achieve maximum benefit for the Agency. It should be kept in mind that the Army's objective is that each student and faculty member leave the College on a "first-name" basis with the other as well as with his wife and family. The Army hopes to compliment, if not supplant, previous class ties--West Point and Leavenworth--with USAWC

class ties. Hence, the USAWC is developing a strong alumni association, and each class is replete with ring, tie, and student names in bronze on the exterior of the main school building. In summary, Agency awareness of this Army policy should, in my opinion, be exploited in a long term plan to insure effective future Agency/Army ties and cooperation. For the student's part, he should be prepared to participate in a very full round of social gatherings of every description, at all levels of formality. The Agency should facilitate where possible the student's participation in selected College-sponsored, extra curricular activities including, but not limited to, the speaker program in which students of USAWC are made available to selected organizations, schools, and community groups of the Harrisburg area to speak on subjects of their expertise. The student should also be prepared to participate selectively in Carlisle Barracks community activities such as Boy and Girl Scouts, Little League, the Officer's Wives Club, school athletics, etc.

#### 6. Administrative

The administrative support, including the financial and travel arrangements, given by the Agency to the student prior to and during his year of study, leaves little to be desired. The concern displayed and the efforts expended by the External Training Branch of OTR were wonderful.

On the part of the War College, it was my experience that any and all administrative support to aid the student and his family was happily and efficiently rendered. Housing, hospitalization, dependent school support, and recreation were well organized and supported. Research assistance provided by the College library, while in some respects limited, was enthusiastic and adequate. Clerical help was adequate and subject only to the usual limitations of manpower.

I feel obliged to echo the praise of my predecessors of the general attractiveness of Carlisle Barracks. With its many physical attributes, recreational facilities, and on-and-off post activities it should provide a year of enjoyment for the student's family. This, by the way, is also a stated objective of the College, which recognizes that the efficiency of the student is

directly tied to the happiness and well-being of the members of his family.

Housing, which must be on the post, ranges from adequate to excellent. As the College's new housing construction program progresses, it should markedly improve.

## 7. Recommendations

My major recommendations deal primarily with Agency relations with the US Army War College. I wish to look somewhat beyond the immediate Agency concern with the provision of one student to each class. I feel that the broader question of the Agency's basic and long term objectives with regard to training at the senior service schools should be reviewed, reformulated if necessary, and made clear to the Agency student. I have already cited a few recommendations which relate to this point. I feel there are further points which should be made. In the case of the USAWC, the value of the Agency relationship with the College should be tied to the broader and more important matter of CIA/Army relations both for the present and the future. Ideally, I should think that closer and more effective Army/CIA ties could result in more efficient joint activities ranging from the production of National Estimates to joint operations in present and future "Vietnams." A specific plan in this matter could be reflected in many ways, including the selection of Agency students, the activities of these students while at the school, and the use of students after graduation.

Since there is as yet no such thing as an intelligence war college, the Agency must rely on the support of existing service and State Department facilities. It is my opinion that with a minimum expenditure of time, personnel, and money, the Agency could in the case of the Army War College, and probably in others, increase the support which these institutions are willing to provide to CIA. I have already recommended the advantages which I believe would be derived from an Agency initiative in offering speakers and study material on the discipline of intelligence. This could and should be expanded to include offers of experts in world areas and selected trade craft (ranging from intelligence analysis to



clandestine operations). As mentioned, such instructions would provide not only a public relations and educational opportunity in a classified environment, but also help in the creation of an obligation to be repaid by additional slots in future, expanded classes. A cheaper and more visible means of cementing relations could also be achieved by insuring that CIA, perhaps through OTR, devote a little more attention to the little interagency amenities. For example, CIA, alone among the military and governmental components whose personnel are students at the College, fails to recognize those dates of importance celebrated by the College during the year with appropriate greeting cards and letters of praise. These occasions include as a minimum Christmas and New Years, and the anniversary of the College. Along the same line, a CIA seal similar to those of the other military services, units, and governmental agencies should be presented for mounting on the heraldic walls of the college coffee shop. Within the limits of security and cover restrictions, consideration could also be given to permitting the posting of a listing of former Agency students similar to those traditionally mounted with the other service or agency insignia.

8. In closing, I hope that these brief views of my experiences at the US Army War College will prove of value to future Agency students. I also hope that I have provided a few ideas which may be of ultimate benefit to the Agency.

9. Finally, but not of least importance, I wish to express my appreciation for the opportunity to participate in an experience which was certainly of great personal value and pleasure, and which I believe will prove of equally great benefit to the proficiency with which I will be able to perform in future assignments.

[Redacted]  
Office of Strategic Research, DDI

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OSR/TF: [Redacted] /ehv:5315 (19 August 1969)

25X1A

6 January 1970

MEMORANDUM FOR: Director of Training

SUBJECT: Faculty Representatives at Senior Service Schools

1. Following is an interim report on our project of determining who the faculty representatives and advisors are at the above schools and the criteria used in their selection. The Department of State is the only civilian Agency with "across the board" representation at these schools. Listed below are State's current faculty advisors at these schools:

National War College

Deputy Commandant for Foreign Affairs: J. Wesley Jones, Career Minister  
Department of Political Affairs Director: Richard Ewing, FSO-2  
Faculty Members: Robert Donhauser, FSO-2; and Jack B. Button, FSO-2.

Industrial College of the Armed Forces

State Department and Foreign Affairs Advisor: J. Graham Parsons, Career Ambassador

Armed Forces Staff College

Faculty Advisor: John R. Barrow, FSO-2

Army War College

Diplomatic Advisor to the Commandant: Harlan Clark, FSO-1  
Department of Strategic Appraisal: Ben F. Dixon, FSO-2

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**SUBJECT: Faculty Representatives at Senior Service Schools**

Naval War College

State Department Advisor to the President: Richard Davis, Career Ambassador

Air University

State Department Advisor: W. Tapley Bennet, Jr., Career Ambassador

There are no faculty representatives from other Agencies assigned to the Foreign Service Institute's Senior Seminar in Foreign Policy.

2. Mr. J. Reed, who is responsible for senior officer assignments at the Department of State, informed us that the criteria used in selecting these representatives and advisors depends somewhat on the composition of the faculty at the specific school concerned; if the need is political, a political officer is assigned, and if the need is in the field of economics, an economics officer is assigned. All of these assignments are made, however, at the FSO-2 level. Career Ambassadors are assigned to the major posts at National War College, Industrial College of the Armed Forces, Naval War College and Air University. Mr. Reed also stated that the Department will be cutting out some of its faculty advisors at these schools in the next fiscal year due to budgetary and personnel problems.

3. Attached, for information, is a copy of the statement written by Mr. [ ] the Agency's faculty representative for 1969-70 at the Naval War College. Mr. [ ] is the first Agency officer assigned as a faculty representative at this facility. Other than the Department of State, CIA is the only civilian Agency to be so represented at the Naval War College. In a telephone conversation with Mr. [ ] on 5 January 1970, he informed us that he has been working very closely with the Commandant, Admiral Colbert, on the question of the Agency's continuing representation as a member of the faculty. A letter on this subject will be sent to the DCI in the near future from Admiral Colbert. Mr. [ ] read the following paragraph from the letter:

"The incumbent must have had broad experience at the national intelligence level and should be a recent

**SUBJECT: Faculty Representatives at Senior Service Schools**

graduate of the School of Naval Warfare which is the Senior Resident School at the War College. He serves as the civilian consultant on intelligence matters to the staff, faculty and students. In addition he must prepare and conduct a graduate level seminar entitled "Intelligence Problems and National Security." In addition, he provides instruction to the students on the U.S. intelligence effort including organization and functions and how the effort is coordinated and controlled."

[REDACTED] STATINTL  
Chief

Admissions, Information & Records Branch/ISS

Attachment - asa

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STATINTL

*Memorandum*

DATE 15 October 69

FROM : CIA Faculty Adviser, Naval War College

TO : Distribution

SUBJ : MEMORANDUM FOR THE RECORD

The following account of the activities of the CIA faculty adviser at the Naval War College is intended as a progress report for the record and as basic information for future incumbents.

SEMINAR: As indicated in my memo to the DDI, dated 2 May 69, the principal duty of the CIA adviser is to prepare and conduct a graduate-level seminar entitled "Intelligence Problems and National Security" and to direct the research efforts and thesis preparation of students enrolled in the course.

The seminar is designed to supplement those portions of the core curriculum which deal with international relations, elements of national power and the determinants of strategy. Thus it focusses exclusively on national and strategic intelligence and their use, and will include several sessions devoted to the operations of the Communist services in support of their own national security objectives.

Enrollment in the seminar currently stands at 29 -- 22 regularly enrolled, plus 2 students and 5 faculty members who have asked to audit. Seminars are normally limited to 12 students, and because of the heavy over-subscription I have agreed to conduct the course in two sessions.

OTHER DUTIES: Additional responsibilities fall into four general categories as follows:

1. Consultant on intelligence in general and on matters within specific areas of competence. This has involved, to date

--- Adviser to Green (Soviet) Team for GEMNAST 1970, a seven-month group research project in which a US and a "Soviet" team employ operational planning and war-gaming to test the hypotheses of a major study produced by the Center for Naval Analysis.

--- Consultant on preparation of a scenario for the annual Political-Military Strategy Game, a three-day exercise in crisis management.

CIA INTERNAL USE ONLY

- Consultant to a student research group whose topic is Chinese Communist nuclear capabilities and probable courses of action in the 1970s.

## 2. Liaison between the Naval War College and CIA Headquarters.

- Tapping headquarters resources for materials pertinent to War College studies which are not normally available here. The staff has suggested several topics of interest and these have been submitted variously through OSR and OTR.
- At the request of the staff, suggesting guest speakers from the Agency. Thus far, the D/OSR has already spoken; the Deputy Chief,   D/OSI, DDS&T and the DDCL (vice the DCI) are scheduled. Additional invitations will probably be forthcoming.
- Serving as a general point of contact between the War College and the Agency, a kind of utility job which has included such items as helping to establish an SOP for inviting Agency speakers, suggesting War College research papers which might be of interest to CIA, squashing the participation of two Agency students in a group research project dealing with domestic policy issues, and arranging clearance of one of the DCI's speeches for use in the counter-insurgency study here.

STATINTL

3. Liaison with the War College Intelligence Office. The basic functions here are informal consultation and coordination: acting as a sounding board for --- and occasionally participating in --- the weekly intelligence briefings, providing when available political intelligence inputs to the briefings and to the Daily Intelligence Brief, discussing current developments, reading the daily intelligence traffic, etc.

4. Liaison for CIA students at the War College. As might be expected, this consists of giving advice on both War College and local Newport matters based on one's previous experience as a student. It also includes acting as a peg-point for handling any administrative matters which crop up.

-2-

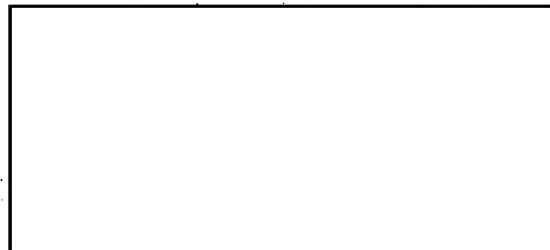
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REPRESENTATIONAL ASPECTS of the assignment --- though undefined in any official sense --- are self-evident and in some ways are as important as the performance of the duties described above. Perhaps it is sufficient to note that the Department of State, and the CIA are the only civilian agencies represented on the War College Staff.

SUPPORT from Headquarters has been prompt, helpful, and most appreciated. Subject only to the limitations of security and availability, all materials requested have been supplied, and in some cases related materials have been sent when a specific item could not be obtained. Questions requiring quick answers have been channeled through the CIAOPSCENTER, which has responded with its traditional speed and thoroughness.

Several items are now on request --- some of which I have asked for on a continuing basis. These include the CIB and the CIWS, which are received through Navy channels but are an average of three weeks late, and thus too dated to meet a real and pressing need for current political intelligence.

SECURITY AND ADMINISTRATIVE MATTERS: I am maintaining a daily log of my activities and a log showing the disposition of all classified materials sent to me. These, plus any portions of the files concerning the seminar (bibliographies, thesis titles, required reading, lecture notes, etc.) are of course at the disposition of Headquarters.



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61 DEC 1969

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : CIA Representation on Faculties of Senior Officer Colleges

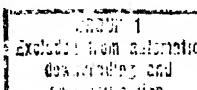
REFERENCE : Report of [ ] Army War College, 1968-69

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1. Colonel White suggests that the subject of resident CIA representatives on the faculties of the Army War College, Air War College, and possibly the Armed Forces Staff College be put on an agenda of a Deputy Director's meeting. I strongly agree with the suggestion and urge an affirmative decision. There is precedent for such representation and where it exists it appears to be very effective. If the Agency's place in directing the focus of national intelligence in the 1970's is to be insulated within the Community, then having CIA representatives on the faculties of these Colleges (and I would add the Senior Seminar in Foreign Policy to the list) is one important means of fortifying that place.

2. Several officers who attended these Schools in recent years have attested to the need for senior faculty representation. Mr. [ ] 25X1A excellent paper adds further support to the officers' testimony. I am persuaded, however, by the experience of [ ] at the 25X1A Naval War College. Mr. [ ] excellent performance as a student advanced the way to an invitation by the College administrators for him to remain for a year as the CIA College consultant. In the five months since he began the assignment his performance has been sufficiently convincing that the administration plans to ask Mr. Helms for a replacement when Mr. [ ] tour ends next June.

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What Mr. [ ] does at the Naval War College is perhaps only a beginning for a CIA representative; it remains for the next one to try to do more. For example, Mr. [ ] conducts a graduate-level seminar on "Intelligence Problems and National Security" and there was so much interest in this that two sessions are conducted weekly. He also directs research papers and attends, upon invitation, meetings on the development of the curriculum. He recommends CIA officers to address the student body and serves as a point of contact for the Agency's participants in the class--though his door is open to others who may wish his advice.

25X1A

3. The Agency's representative at the National War College has already set the stage for an expanded CIA role, and our representatives at the Defense Intelligence School, the National Interdepartmental Seminar and at the JFK Center for Military Assistance at Fort Bragg are very effectively promoting the Agency's place in the Community's contributions to intelligence.

4. Although I like to think the Senior Colleges will continue to take the initiative and will ask CIA to provide resident faculty representatives, I do not believe this will be the case, nor do I think we can afford the waiting game. The initiative will have to be the Agency's, the Director's mainly, and any steps will have to be diplomatically negotiated.

5. A prestigious assignment of this kind should be filled by a senior officer with broad Agency experience, including overseas. It should be regarded as a change of pace for him, not a terminal assignment with retirement to follow immediately, but rather a tour which would be to the profit of both the Agency and the individual. The worst thing would be to send someone with only limited or parochial experience: this would not only threaten the credibility of the Agency but would most certainly diminish the stature of the man himself.

6. Administratively, the representative should be under the Director of Training who would have free slots, independent of the Office of Training ceiling, to accommodate the augmentation. The nature of the representative's duties recommends organizational identification with OTR; to remain on the roles of his own Table of Organization could limit his focus and effectiveness.

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7. I think the Agency should begin to act now so that full representation can be achieved within the next five years. I think the climate is right and if the Agency can place but one representative on the faculty of one of the named colleges for the 1970-71 year, that indeed would be a large measure of progress. Mr. [ ] fine paper 25X1A presents strong support for an immediate need at the Army War College; the need is ever so strong at the other Senior Schools.

[ ] 25X1A

HUGH T. CUNNINGHAM  
Director of Training

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